



BUDDINA STATE SCHOOL

Student Code of Conduct



Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system.

Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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ENDORSEMENT:

Principal Name:	Russell Thompson
Principal Signature:	
Date:	4/02/26
P&C President Name:	Kasey Walton
P&C President Signature:	
Date:	4/02/26

PURPOSE:

Buddina State School is committed to providing a Safe, Supportive and Disciplined learning environment where all students and adults are valued, safe and respected.

Our Student Code of Conduct clearly outlines the responsibilities and processes used in our school to promote a productive and effective whole school approach to discipline.

Through our caring values and expectations of Caring for Ourselves, Caring for Others, Caring for our Learning and Caring for School, we aim to provide an environment which facilitates high standards of behaviour from all members of our school community, where all students are able to experience success and staff enjoy a safe workplace, while also prioritising teaching and learning.

Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

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Principal's Foreword:

Buddina State School has a long and proud tradition of providing high quality education to students from across Buddina and the surrounding community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. We value and promote the three-way partnership between students, parents, staff and community members.

Buddina has four caring values:

Care for Others	✓ Respecting others ✓ Taking turns
Care for Yourself	✓ Following instructions ✓ Practising self-care
Care for Your Learning	✓ Prepared and ready for Learning ✓ Stopping, thinking and choosing
Care for Your School	✓ Look after school equipment and property ✓ Cleaning up after myself



These values, alongside our PBL framework, have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Buddina State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Buddina State School Student Code of Conduct together over the past few months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Review Statement

The Buddina State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

WHOLE SCHOOL APPROACH TO DISCIPLINE:

Buddina State School's behaviour support strategy uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline within our school. This is a whole school program, used in all classrooms, across all year levels.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

Our School Expectations are:

- Caring for Others
- Caring for Yourself
- Caring for our Learning
- Caring for our School

Behavioural expectations of students in all aspects of school life have been collaboratively created and are displayed in all areas of the school. The Behavioural Expectations are addressed in PBL lessons that are undertaken weekly in classrooms.

At Buddina State School we believe discipline is not about punishment. Staff take an educative approach to discipline, that behaviour can be explicitly taught and that mistakes are opportunities for everyone to learn. We believe that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Buddina State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

PBL Expectations

Fundamental to the success of the Student Code of Conduct is the decision to operate as a PBL school. Buddina's commitment to **Positive Behaviour for Learning (PBL)** recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

Our staff are committed to ensuring that every student and adult in the school demonstrate the same four Positive Behaviour for Learning Expectations. Our Expectations Matrix is displayed in every classroom and used as the basis for explicit teaching of behavioural expectations through focused lessons and whole school parades.

Below is a copy of the PBL behavioural expectations for students at Buddina SS. These expectations have been collaboratively created and help students and visitors understand the expectations and meet the standards we hold for everyone at Buddina State School.

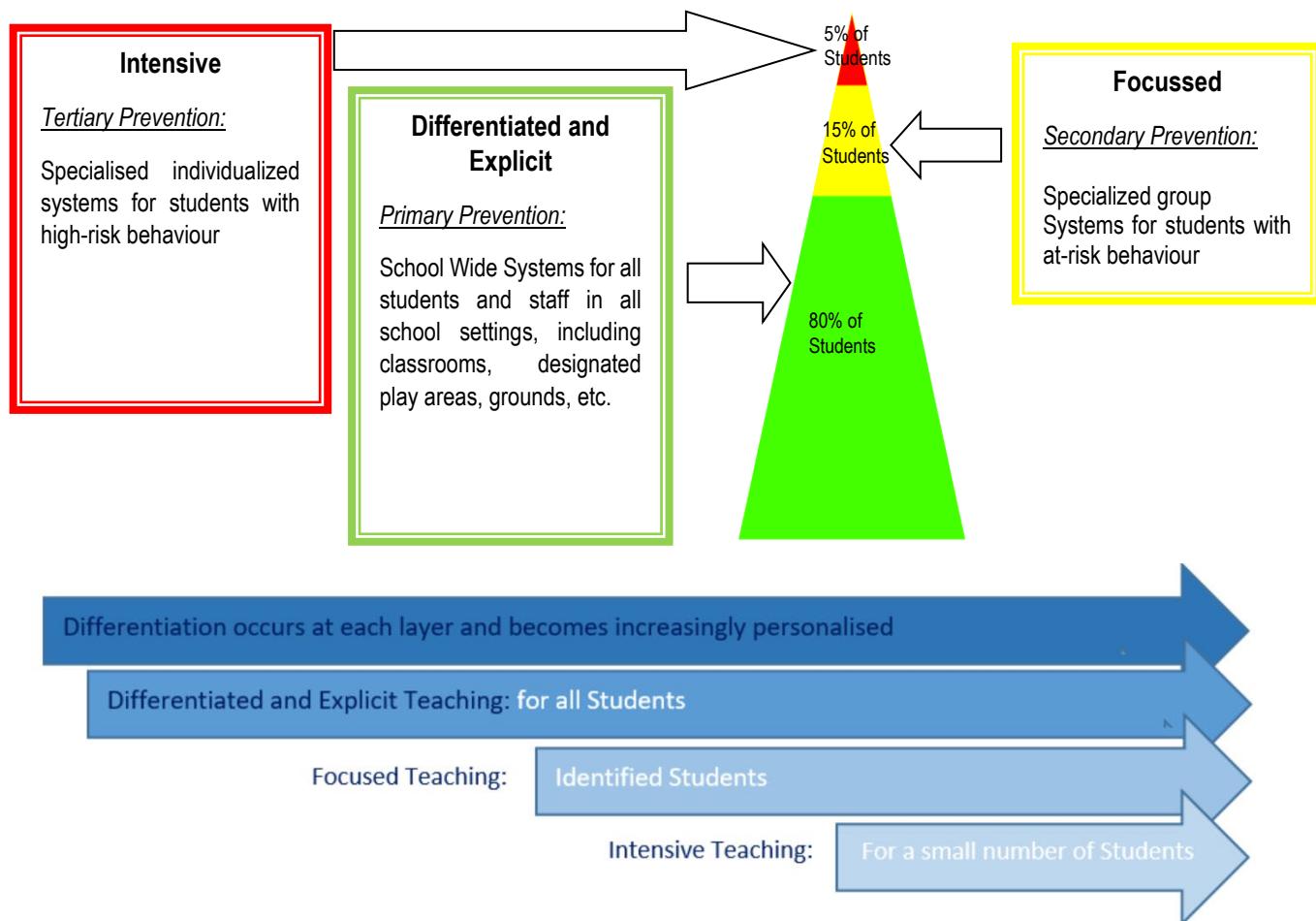
		BUDDINA STATE SCHOOL <i>Building Resilience and Positive Relationships</i>			
		CARE FOR OTHERS	CARE FOR YOURSELF	CARE FOR YOUR LEARNING	CARE FOR YOUR SCHOOL
ALL SETTINGS		Be friendly, polite and use manners Greet others in a friendly way Use kind words Give and accept praise Be patient Listen when others are speaking Hands and feet to yourself	Accept the challenge of a new day Be aware of others Be humble Cooperate with others Be responsible for yourself Have a positive attitude Accept other's opinions and rights Be resilient	Be honest Follow adult instructions	Put rubbish in the correct bins Set a good example
	CLASSROOM	Let others learn Be supportive of classmates Follow routines and transitions Allow teachers to teach Allow others to learn	Do your best Accept and action feedback Follow instructions Speak appropriately Be proud of your work	Pay attention Prepared and ready for learning Whole body listening Be open to learning new things Complete tasks Be an independent learner	Look after school equipment and property Clean up after yourself
	TOILETS	Use quietly Respect others privacy	Follow hygiene practices Use facilities appropriately	Use the toilets in your break time (where possible)	Keep clean and tidy Use resources (hand towels, soap, water etc) appropriately Flush toilets after use
	PLAYGROUND	Include others Cooperate with others Play school approved games Use equipment safely Stopping! Thinking! Choosing!	Right place, right time Be a good friend Wear your hat Be respectful Try your best	Give new things a go Be a problem solver	Look after school equipment Take responsibility for equipment Look after our school gardens Keep food in the eating areas

Differentiated and Explicit Teaching:

Buddina State School provides differentiated teaching across all year levels and in all classrooms. This involves explicitly teaching students expected behaviours and providing opportunities for students to practise these behaviours in safe and supportive environments.

Teachers at Buddina State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

The three main layers to differentiation, as outlined in *A Whole School Approach to Support Student Learning*, are shown in the image below.



These three layers map directly to a tiered approach. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focussed Teaching:

Approximately 15% of all students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching provides students with more opportunities to practise skills and achieve the intended learning and expected behaviours. This involves staff revisiting key behavioural expectations and using explicit, structured teaching strategies in a particular aspect of a behaviour or skill, to allow for mastery.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Buddina State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is discussed and monitored by classroom teachers and support staff to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Buddina State School has a range of Inclusion Services Support staff in place to help arrange and deliver focused teaching to students who need more support. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Chappy Social skills
- Playground Activities
- Social Skilling Programs
- Supported Play
- Mentoring
- Check in/Check Out

For more information about these programs, please speak with the Year Level Deputy or Head of Special Education Services.

Intensive Teaching:

Intensive Teaching involves frequent and explicit instruction with individuals, or in small groups to assist students in mastery of basic behavioural skills, concepts and knowledge. Decisions regarding the period of time a student is involved with Intensive Teaching, and the approach used will be made by the school team, in collaboration with the student's family.

For the small number of students who continue to display behaviours that are deemed complex and challenging, individualised support plans may be created to support the student. The approach will seek to address the impact of barriers to learning and participation and prevent behaviours and teach appropriate replacement behaviours and strategies for self-regulation.

Decisions regarding which students require which intensive supports are made at a weekly Behaviour Meeting, attended by Year Level Deputies and Principal. Some students who require intensive teaching will be supported through an Individual Behaviour Support Plan and recorded on OneSchool.

An Individual Behaviour Support Plan is designed, implemented, utilised and modified as necessary to support the student at risk. The plan may consist of the following areas:

- Any adjustments to explicit teaching required
- An Acknowledgement system
- Two – Three basic goals
- Consequences process
- Restitution process

Consideration of Individual Circumstances:

Staff at Buddina State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all

matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Respecting Diversity

Buddina State School is committed to providing all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, culture, religion, ethnicity, health, disability or socioeconomic background. As a school community we value, celebrate and respond to diversity. It is underpinned by respectful and collaborative relationships with parents and the school community. Inclusive education means that everyday, in every classroom, every student is learning and achieving in a safe, supportive and disciplined learning environment.

Student Wellbeing

Buddina State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the K–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Buddina State School, we provide age-appropriate teaching of zones of regulation.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Buddina State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Buddina State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

Buddina State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Buddina State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Exemplar State College school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Exemplar State College staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Exemplar State College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Exemplar State College staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

LEGISLATION

In this section of the Buddina State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

DELEGATIONS

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

DISCIPLINARY CONSEQUENCES:

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

When determining appropriate consequences, a focus is on ensuring:

- The consequence is logically related to the demonstrated behaviour and impacts of the behaviour
- The consequence assists to teach the student appropriate ways to meet their needs
- The consequence is an opportunity to learn

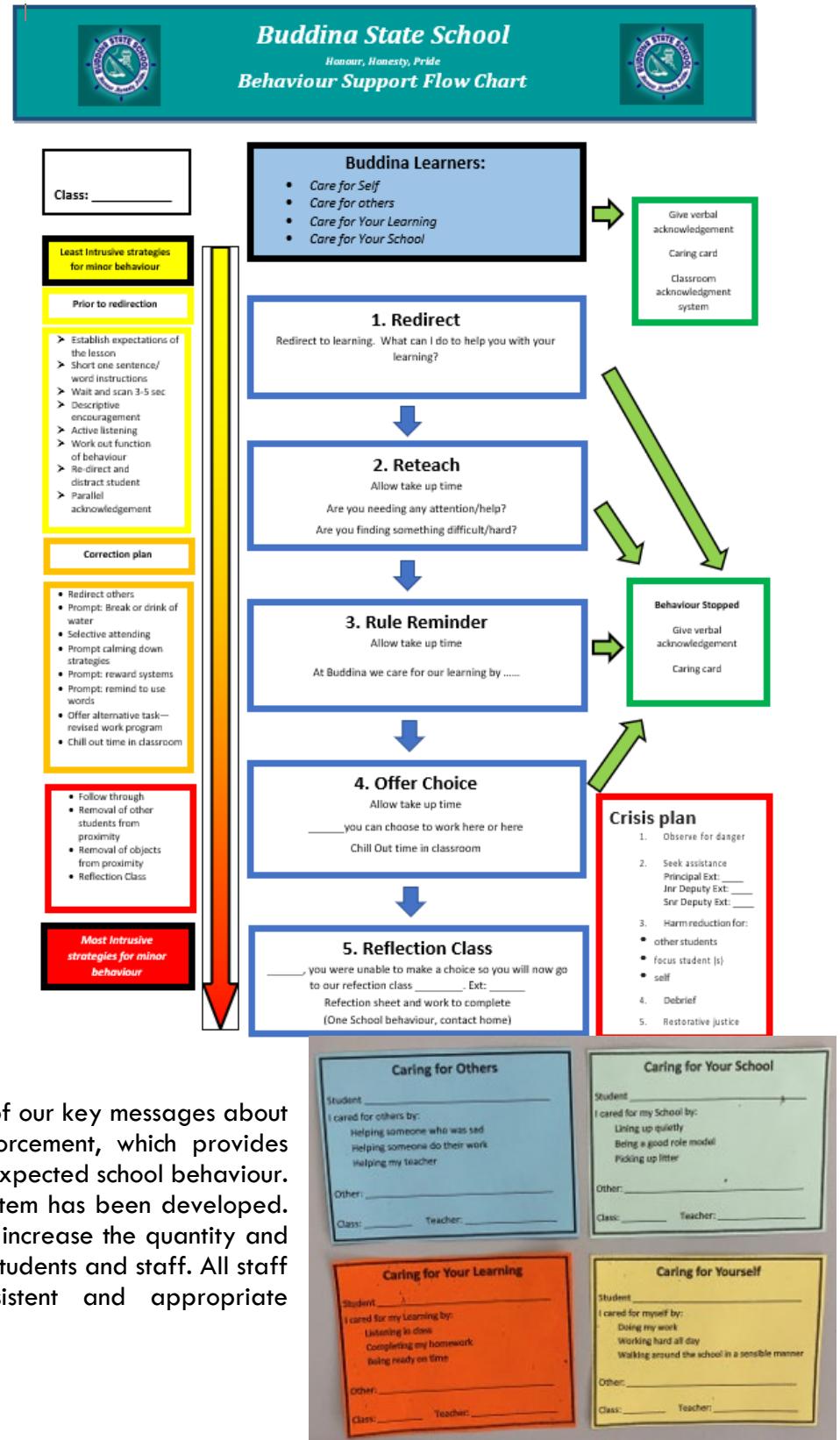
Whole school response systems are based on a level process.

Buddina has a six-step process in classrooms (Consequence Flow Chart):

- Buddina Learners
- Redirect
- Re-teach
- Rule Reminder
- Offer choice
- Reflection Class

In the playground the following process occurs:

- Verbal Redirections
- Rule reminder/Warning
- Restricted Play / Restitution
- Office Referral / Individual Play Plan



Reinforcing Expected School Behaviour

At Buddina State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Whole School Reward Systems include:

- ✓ PBL Caring Cards
- ✓ Student of the Week
- ✓ Positive Phone Calls

Differentiated and Explicit

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines

- Caring Cards
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Redirection, Proximity control
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- In- class Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team, work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property/activity (e.g. mobile phone, extra curricula activity)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

The Table below was collaboratively developed by staff and following consultation with the Buddina P&C



Buddina State School
Minor and Major



Behaviour Category	Definition	Non-examples	Minor Examples	Major Examples
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> student kicks the table leg and swears quietly to themselves 	<p><i>(no intent)</i></p> <ul style="list-style-type: none"> in relation to someone (secondary) in a conversation with another student arguing with another student 	<p><i>(with intent)</i></p> <ul style="list-style-type: none"> swearing directly at an adult directed at another student

Behaviour Category	Definition	Non-examples	Minor Examples Teacher Managed in situ and does not warrant a discipline referral to the office or other withdrawal option	Major Examples Discipline incidents of such severity that warrant removal from the learning/play environment to be handled by administration or other designated staff. To be recorded on OneSchool and parent must be contacted by a staff member.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	<ul style="list-style-type: none"> student innocently using a term deemed politically incorrect 	<ul style="list-style-type: none"> use of remarks that could be deemed unintentionally inappropriate at a student level 	<ul style="list-style-type: none"> racist remarks related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> rough play during a game 	<ul style="list-style-type: none"> (<i>no intent to hurt, accidental</i>) hitting, kicking, pinching, pulling hair with object (hat, rocks, sticks, stationery) 	<ul style="list-style-type: none"> (<i>intent to hurt</i>) punching, kicking, pinching, pulling hair with object (hat, rocks, sticks, stationery)
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	<ul style="list-style-type: none"> student being hit accidentally during a sporting game 	<ul style="list-style-type: none"> using sticks or sporting equipment inappropriately 	<ul style="list-style-type: none"> using sticks or sporting equipment inappropriately with intent to hurt others
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	<ul style="list-style-type: none"> student accidentally bumping into someone causing property damage 	<ul style="list-style-type: none"> drawing on someone's book taking someone's hat 	<ul style="list-style-type: none"> graffiti or damage of property with intent throwing someone's hat in the toilet
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	<ul style="list-style-type: none"> use of an energy drink bottle as a water bottle 	<ul style="list-style-type: none"> possession of a prohibited item energy drinks 	<ul style="list-style-type: none"> possession of a dangerous prohibited item (vapes, cigarettes)
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> accidental misspelt word on EQ device 	<ul style="list-style-type: none"> using IT without permission using an inappropriate word/s mobile phone kept in student's bag 	<ul style="list-style-type: none"> using someone else's account attempting to or accessing inappropriate websites using mobile phone during school hours
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	<ul style="list-style-type: none"> someone not asking to borrow someone else's belongings 	<ul style="list-style-type: none"> stealing low value items such as stationery, food and other personal/school belongings 	<ul style="list-style-type: none"> stealing valuable items
Use/ possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> student bringing in a utensil for lunch purposes 	<ul style="list-style-type: none"> student claims to be in possession of an object capable of causing bodily harm 	<ul style="list-style-type: none"> student is found to be in possession of an object capable of causing bodily harm

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Buddina State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

Re-entry following suspension

Students who are suspended from Buddina State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

SCHOOL POLICIES:

Buddina State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

Temporary removal of Student Property:

The removal of any property in a student's possession may be necessary to ensure the safe, caring and supportive learning environment of the school. The [Temporary removal of student property by school staff procedure](#) outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when a temporarily removal of student property can be returned, unless the property has been handed to the Queensland Police Service.

- Students are not to bring property onto school grounds or other settings used by the school (camps, sporting venues) that:
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

State school staff at Buddina State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Buddina State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - ✓ is prohibited according to the Exemplar State College Student Code of Conduct
 - ✓ is illegal
 - ✓ puts the safety or wellbeing of others at risk
 - ✓ does not preserve a caring, safe, supportive or productive learning environment
 - ✓ does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Exemplar State College

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - ✓ is prohibited according to the Exemplar State College Code of Conduct
 - ✓ is illegal
 - ✓ puts the safety or wellbeing of others at risk
 - ✓ does not preserve a caring, safe, supportive or productive learning environment
 - ✓ does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of Mobile Phones and other Devices by Students:

The following guidelines have been developed in accordance with *Advice for State Schools on acceptable use of ICT facilities and devices*. Upon enrolment, students and parents sign the school ICT agreement before students are allowed access to the school ICT network.

Mobile Phones: Should a student need to bring a phone to school, the student must hand the phone into the school office upon arrival, and collect it immediately prior to departure from school.

Smart Devices (Watches): Wearable devices, such as smart watches, must be switched off so that phone calls, messages and other notification cannot be sent or received during school hours.



Recording of Images, Videos and Conversations:

Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being compromised by being filmed without their knowledge or consent. Students must not use personal devices to record any images, video or conversations at school, or when involved in school activities as this may be a breach of the Invasion of Privacy Act 1971.

We uphold the value of trust and right to privacy at Buddina State School. Students using personal technology to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fights or pranks etc) for the purpose of dissemination among the student body or via social media, by any means, is not allowed, and as necessary will be reported to parents and/or QPS.

Images of students are not allowed to be uploaded onto social media (through text message, video or picture message, display, uploading onto internet or social media or other means) without the direct consent of those individuals. Students who upload images or videos to social media sites may be subject to discipline, including suspension and/or exclusion.

Students should note that recording or dissemination of images that are considered indecent is against the law and will result in a referral to QPS.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of Buddina State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying:

Buddina State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in

their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

What is Bullying?

Bullying is when someone purposely hurts or overpowers others, by using physical or emotional ways over an extended period of time.

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Buddina State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Buddina State School implements Stop, Think Choose and 'Do the five' options for problem solving. (Refer to Attachment 3).

Cyberbullying:

Cyberbullying is treated at Buddina State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Buddina State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Student Intervention and Support Services

Buddina State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

We teach students how to follow our Caring Values of Care for Yourself, Care for Others, Care for your School and Care for your Learning in all of our classes and we assist students to become self-managed and reflective in their behaviours. We promote anti-bullying strategies to all of our students through our “Do the five” posters and other related activities. We provide appropriate Professional Development to our staff as needed.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Buddina State are familiar with the response expectations to reports of bullying, and will act quickly to ensure student concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

The following flowchart explains the actions Buddina State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

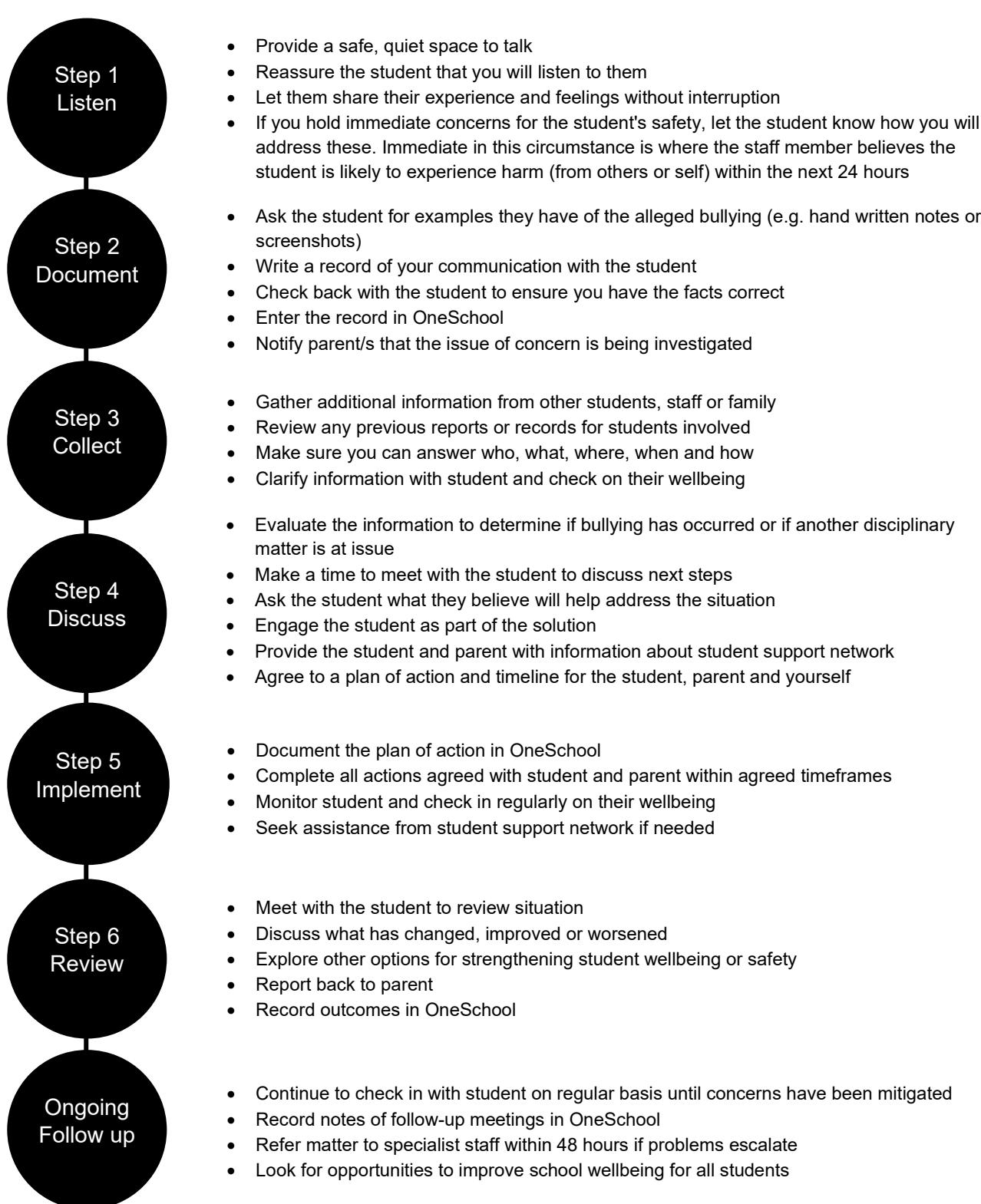
Buddina State School – Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with the student and family.

Key contacts for students and parents to report bullying:

Initial Report – Class teacher

Ongoing concerns – Deputy Principal



Appropriate use of Social Media:

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved. Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Cyberbullying and Social Media response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management of the school?**

YES OR NO

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any [evidence](#) of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies](#) procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies](#) procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

RESTRICTIVE PRACTICES:

School staff at Buddina State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour. Staff at Buddina State School use proactive measures to explicitly teach expected behaviours through both our Caring Values program and our Positive Behaviour for Learning focus lessons.

However, in some rare situations, where there is immediate risk of physical harm to students or adults, and when other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be a last resort, used when there is no other suitable option for reducing the immediate risk to the student, fellow students or others. Restrictive practices are not used as a form of punishment or as a disciplinary measure.

The Department of Education's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or a clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of restrictive practices, a focused review will help staff to understand how they responded to the risk in the incident. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

CRITICAL INCIDENTS:

All staff at our school have a consistent understanding of how to respond in emergencies involving student behaviour that may have serious impacts on the health and safety of the student, other students or adults. This consistency ensures that appropriate actions are taken to ensure that both students and staff are safe.

A critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, which requires immediate action. The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try to punish or discipline the student; it is a crisis management period only.

Staff will follow the documented plan for any student involved in regular critical incidents, which is saved and available for staff to review in OneSchool. For all other students, staff will use basic defusing techniques, and the Essential Skills for Classroom Management, moving from least intrusive to most intrusive:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

RESOURCES

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

CONCLUSION

Buddina State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. Our School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school. The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#) If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority: if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](#)

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Complaints and grievances management policy](#)..

ATTACHMENTS

Attachment 1: Stop Think Choose – Bullying

Attachment 2: Buddina High Five

What is Bullying?

Bullying is when someone purposely hurts or overpowers others, by using physical or emotional ways over an extended period of time.

Bullying can be:

• VERBAL
• PHYSICAL

• INTERNET
• SOCIAL

• EMAIL
• TEXT MESSAGES

• WRITTEN

Examples of Bullying:

<ul style="list-style-type: none"> • <i>Hitting</i> • <i>Teasing</i> • <i>Pushing</i> • <i>Threatening</i> • <i>Intimidating</i> • <i>Text messages</i> • <i>Taking property</i> 	<ul style="list-style-type: none"> • Spreading rumors • Writing notes • Telling people not to be friends • Hiding belongings • Deliberately embarrassing • Always leaving someone out
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What Students can do:

If You <u>SEE</u> Bullying:	If You Are <u>BEING</u> Bullied:
<ul style="list-style-type: none"> • Be a friend to the target • Invite the target to stay with your group • Tell the bully – “<i>CUT IT OUT, LEAVE THEM ALONE</i>” • Report it to a teacher 	<ul style="list-style-type: none"> • Try brushing it off – “<i>YEAH, WHATEVER!</i>” • Stand up straight and firmly say – “<i>LEAVE ME ALONE</i>” • Hold your hand out and say – “<i>STOP IT</i>” • Move away to a crowded area • Report it to a teacher

Who to speak with?

Students need to let someone know if they are being bullied.

Students can talk to their friends, ask for help, and follow our school guidelines. If the problem continues, students need to report it to their class teacher or playground teacher first. Students can ask for advice from their parents, and if the problem still continues are encouraged to report it to the Deputy Principal or the Principal.

Outside Incidents

- In serious or persistent cases, consider contacting QPS

What can Parents do?

Help your child to use the school strategies:

- Try brushing it off or responding with a joke

- Stand tall and confidently say “Leave me alone” or “Stop it”
- Move to a crowded area, stay with others
- Report it to a teacher
- Stay calm and cool, help your child build resilience
- Don’t advise your child to hit back or bully back, it usually makes matters worse.
- Encourage your child to develop positive friendships, confidence and self-esteem (join groups and activities, share common interests)
- Monitor your child’s social activities to see where you could assist further—whether they may be bullying or being bullied
- Approach your child’s teacher to further discuss any concerns and ask for ideas on any specific areas your child may need further assistance in
- Keep in contact with your child’s teacher to monitor that any bullying has ceased
- Don’t leave your children alone when on the internet or social media
- Be friends with your children on social media

If your child continues to tell you they are being bullied, speak with the class teacher and the sector Deputy Principal

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



Stop Think Choose aims to take the emotions out of all problem areas (behavioural, learning, social and moods) and redirect the energy into problem solving. Emotions are identified and expressed early at the STOP stage, ensuring the brain has the opportunity to THINK about options to solve the problem, and motivating and skilling the person to CHOOSE it.

STOP

THINK

AND

BEFORE YOU CHOOSE



STOP

- ◆ CALM YOUR BODY
- ◆ COUNT TO 10
- ◆ TAKE SLOW AND DEEP BREATHS
- ◆ TAKE A BREAK IF YOU NEED ONE



THINK

- ◆ WHAT IS THE PROBLEM?
- ◆ WHAT ARE THE OPTIONS?
- ◆ HOW COULD I HANDLE THIS DIFFERENTLY?



CHOOSE

- ◆ DO WHAT IS BEST FOR YOU AND OTHERS
- ◆ BE SAFE AND RESPONSIBLE
- ◆ TALK TO SOMEONE FOR SUPPORT

